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ABSTRACT

This booklet presents concepts and applications of effective time management to help administrators learn to utilize their time most effectively, thereby accomplishing their most worthwhile objectives in the shortest amount of time. Although the booklet is designed to be self-administered, the greatest benefits should be derived in a group setting facilitated by a person who has some background in time management. The major elements of the booklet include a pretest on time management, quotes on the use of time, time management concepts, individual and school or district applications of time management concepts, a posttest, and further references on time management. The major time management concepts covered are (1) determining goals and objectives in all major aspects of life; (2) devoting at least 30 percent of the work week to personal improvement in the managerial role; (3) blocking out large amounts of time daily for planning in major management areas; (4) accounting for time; (5) prioritizing time to match high-level objectives; (6) avoiding barriers to effective time usages; and (7) the use of such time management tools as proper delegation, role definition, and secretary development. (Author/DN)

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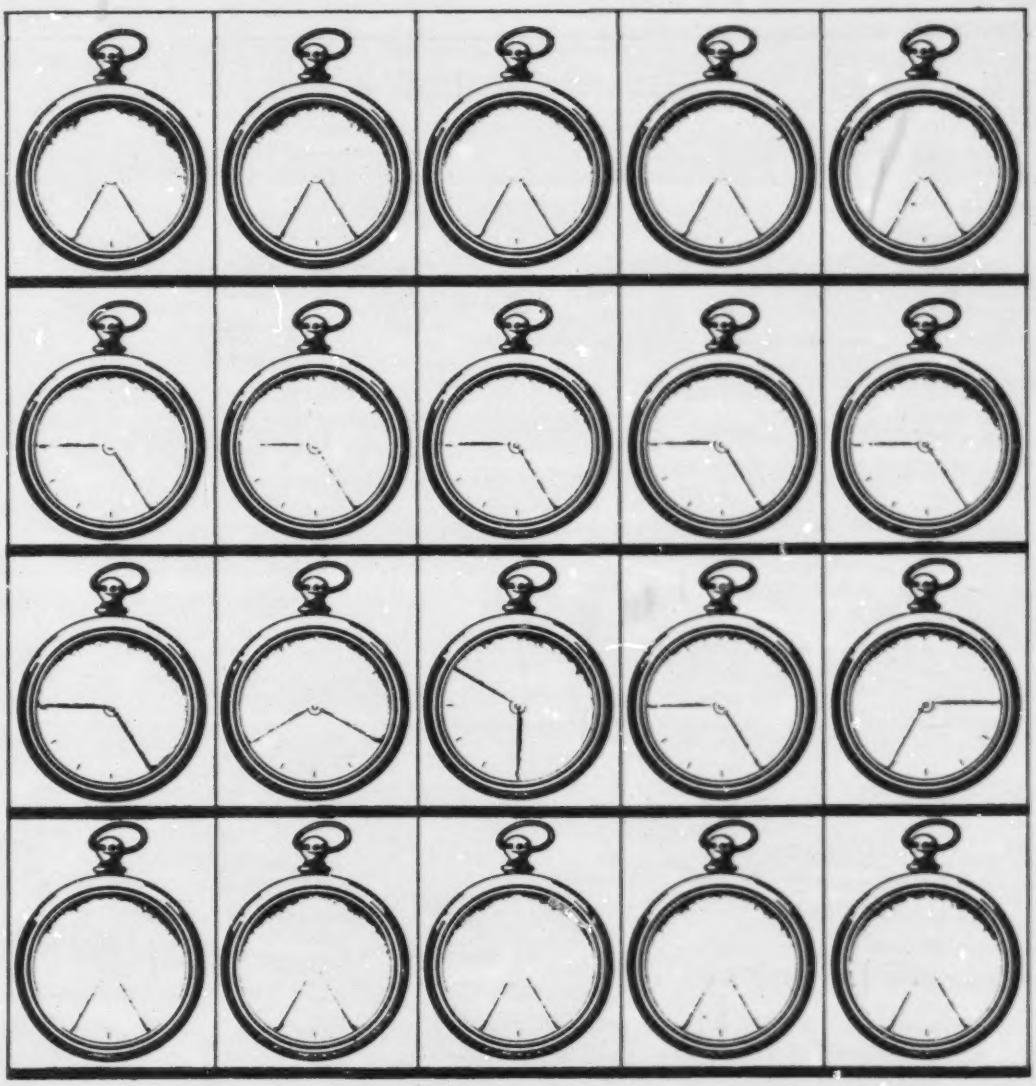
time management



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TIME MANAGEMENT

by

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THIS MONOGRAPH IS ONE OF A SERIES OF MONOGRAPHS ON APPLICATION OF MANAGEMENT PRINCIPLES TO EDUCATIONAL ORGANIZATIONS.

Developing Performance Objectives
Establishing Goals and Goal Priorities
Time Management
Management by Objectives *
Organizational Structure and Climate *
Effective Meeting Management *
Program Evaluation *

* *In process*

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Purpose:

The purpose of this booklet is to present the concepts and applications of effective time management to the end that you, the reader, will be able to utilize your time most effectively, thereby accomplishing your most worthwhile objectives in the shortest amount of time.

Procedures:

This booklet is designed to be self administrating; however, the greatest benefits will be derived within a group setting facilitated by a person who has some background in the management of time.

The major elements of the booklet are:

1. Pre-Test
2. Quotes relevant to use of time
3. Time management concepts
4. Individual applications
5. School or district applications
6. Post-Test
7. References

The reader is strongly urged to complete each element before proceeding to the next one.

Special Note to Facilitators:

It is suggested that Step 7 in applications be completed immediately following the elements of executive effectiveness (p. 9). So doing will intersperse the "listening" with some "doing"; thus making the presentation more interesting and productive.

PRE-TEST

True False

True-False

____ ____ 1. Though time management is important, it does not constitute a major factor in the effectiveness of a manager.

____ ____ 2. Effective executives know where their time goes.

____ ____ 3. Fairly large (1-2 hours) blocks of time should be scheduled into the morning for planning sessions.

____ ____ 4. Putting more time on the job assures the manager of a better outcome.

____ ____ 5. Every manager should spend at least 30% of his time improving his capabilities (input time).

Answer

Multiple Choice

____ 6. The greatest time waster is:

a. television
b. newspapers
c. radio
d. commuting time

____ 7. One of the following is generally the most difficult to change:

a. secretary interruptions
b. telephone interruptions
c. spending time on trivia
d. spending time on what you like

____ 8. One of the most effective ways to handle telephone interruptions is:

a. Never let your secretary call you to the phone
b. Never answer the phone
c. Always take messages and call back
d. Set guidelines with your secretary

____ 9. One effective way to determine if a minor activity needs to be done is:

a. Don't do it and analyze the results
b. Check with your predecessor
c. Check with your boss
d. Just disregard it

____ 10. Most ineffective executives spend too much time:

a. worrying
b. doing the wrong things
c. putting out fires (crisis management)
d. keeping an "open door" policy

ANSWERS TO PRE-TEST

1. F
2. T
3. T
4. F
5. T
6. a
7. d
8. d
9. a
10. c

QUOTES RELEVANT TO THE USE OF TIME

"...This startling statement can be illustrated in a number of ways. It has been observed, for example, that if the last 50,000 years of man's existence were divided into lifetimes of approximately sixty-two years each, there have been about 800 such lifetimes. Of these 800, fully 650 were spent in caves. Only during the last seventy lifetimes has it been possible to communicate effectively from one lifetime to another--as writing made it possible to do. Only during the last six lifetimes did masses of men ever see a printed word. Only during the last four has it been possible to measure time with any precision. Only in the last two has anyone anywhere used an electric motor. And the overwhelming majority of all the material goods we use in daily life today have been developed within the present, the 800th, lifetime."

Alvin Toffler
Future Shock (page 15)

"...If the pressures rather than the executive are allowed to make the decision, the important tasks will predictably be sacrificed. Typically, there will then be no time for the most-time consuming part of any task, the conversion of decision into action. Courage rather than analysis dictates the truly important rules for identifying priorities: Pick the future as against the past; Focus on opportunity rather than on problem; Choose your own direction--rather than climb on the bandwagon; and Aim high, aim for something that will make a difference, rather than for something that is "safe" and easy to do. Self-development of the effective executive is central to the development of the organization, whether it be a business, a government agency, a research laboratory, a hospital, or a military service. It is the way toward performance of the organization. As executives work toward becoming effective, they raise the performance level of the whole organization. Only executive effectiveness can enable this society to harmonize its two needs: the needs of organization to obtain from the individual the contribution it needs, and the need of the individual to have organization serve as his tool for the accomplishment of his purposes. Effectiveness must be learned."

Peter F. Drucker
The Effective Executive

Rain upset Wilbur's plans. Wilbur had planned to go out, this day, and dig a new hole in his yard. He had other plans, too. His plans for the day went something like this:

Breakfast at six-thirty. Skim milk, crusts, middlings, bits of doughnuts, wheat cakes with drops of maple syrup sticking to them, potato skins, leftover custard pudding with raisins, and bits of Shredded Wheat.

Breakfast would be finished at seven.

From seven to eight, Wilbur planned to have a talk with Templeton, the rat that lived under his trough. Talking with Templeton was not the most interesting occupation in the world but it was better than nothing.

From eight to nine, Wilbur planned to take a nap outdoors in the sun.

From nine to eleven he planned to dig a hole, or trench, and possibly find something good to eat buried in the dirt.

From eleven to twelve he planned to stand still and watch flies on the boards, watch bees in the clover, and watch swallows in the air.

Twelve o'clock--lunchtime. Middlings, warm water, apple parings, meat gravy, carrot scrapings, meat scraps, stale hominy, and the wrapper off a package of cheese. Lunch would be over at one.

From one to two, Wilbur planned to sleep.

From two to three, he planned to scratch itchy places by rubbing against the fence.

From three to four, he planned to stand perfectly still and think of what it was like to be alive, and to wait for Fern.

At four would come supper. Skim milk, provender, leftover sandwich from Lurvy's lunchbox, prune skins, a morsel of this, a bit of that, fried potatoes, marmalade drippings, a little more of this, a little more of that, a piece of baked apple, a scrap of upsidedown cake.

Wilbur had gone to sleep thinking about these plans. He awoke at six and saw the rain, and it seemed as though he couldn't bear it.

"I get everything all beautifully planned out and it has to go and rain," he said.

E. B. White, Charlotte's Web
Pages 25, 26, 27

"Lives of great men all remind us
We can make our lives sublime
And departing, leave behind us
Footprints on the sands of time."

Longfellow

"We all of us complain of the shortness of time and yet have much more than we know what to do with.

We are always complaining that our days are few, and acting as though there would be no end of them."

Seneca

"The reason I beat the Austrians is that they did not know the value of five minutes."

Napoleon

"To someone complaining that he had not enough time, a poor Indian chief made a wiser reply than any philosopher: 'I suppose you have all there is.'"

Emerson: Works and Days

"You wake up in the morning, and lo! Your purse is magically filled with twenty-four hours of the unmanufactured tissue of the universe of your life! It is yours! It is the most precious of possessions."

Arnold Bennett

"Time stays long enough for those who use it."

Leonardo da Vinci

"You neglect duties, public and private, and satisfy conscience that you have not time to fulfill them all. But the wasted hours cry out against you."

Rev. John Todd

"Tomorrow I will live, the fool does say: today itself's too late; the wise lived yesterday."

Martial

"The man who goes alone can start today; but he who travels with another must wait until that other is ready."

Thoreau

"I wasted time and now doth time waste me."

Shakespeare: Richard II

"Each day is rich in potentialities. We can either use the passing hours to implement our plans, realize our dreams, strengthen our foundations, or we may treat these hours with unthinking indifference, the moments slipping through our fingers like fine sand on the shore."

"Callisthenes"

"Now, or when?"

Sundial Inscription

"You will never "find" time for anything. If you want time you must make it."

Charles Buxton

"Lost, yesterday, somewhere between sunrise and sunset, two golden hours, each set with sixty diamond minutes. No reward is offered, for they are gone forever."

Horace Mann

"It is later than you think."

Sundial Inscription

"To be always intending to live a new life, but never to find time to set about it as if a man should put off eating and drinking and sleeping from one day and night to another, till he is starved and destroyed."

John Tillotson

"We shall never have any more time. We have, and we have always had all the time there is."

Arnold Bennett

"Fill my hour, ye gods, so that I shall not say, whilst I have done this, 'Behold, also, an hour of my life is gone.' but rather, 'I have lived an hour.'"

Emerson

"Observe a method in the distribution of your time. Every hour will then know its proper employment, and no time will be lost."

Bishop Horne

ELEMENTS OF EXECUTIVE EFFECTIVENESS

Peter Drucker has indicated that time management is a number one element of executive effectiveness.

"1. Effective executives know where their time goes. They work systematically at managing the little of their time that can be brought under their control.

2. Effective executives focus on outward contribution. They gear their efforts to results rather than to work. They start out with the question, "What results are expected of me?" rather than with the work to be done, let alone with its techniques and tools.

3. Effective executives build on strengths--their own strengths, the strengths of their superiors, colleagues, and subordinates; and on the strengths in the situation, that is, on what they can do. They do not build on weakness. They do not start out with the things they cannot do.

4. Effective executives concentrate on the few major areas where superior performance will produce outstanding results. They force themselves to set priorities and stay with their priority decisions. They know that they have no choice but to do first things first--and second things not at all. The alternative is to get nothing done.

5. Effective executives, finally, make effective decisions. They know that this is, above all, a matter of system--of the right steps in the right sequence. They know that an effective decision is always a judgment based on "dissenting opinions" rather than on "consensus of the facts." And they know that to make many decisions fast means to make the wrong decisions. What is needed are few, but fundamental, decisions. What is needed is the right strategy rather than razzle-dazzle tactics."

Drucker, Peter F., THE EFFECTIVE EXECUTIVE, Harper & Row, New York, 1966

TIME MANAGEMENT

Finding time to do the important things and organizing time so as to concentrate energies on critical issues is not difficult but does require:

A. Understanding basic concepts of time management
B. Knowing where your time goes
C. Prioritizing what you spend your time on
D. Avoiding barriers to effective time usage
E. Utilizing a few basic time management tools

A. UNDERSTANDING BASIC CONCEPTS OF TIME MANAGEMENT

1. There is little correlation between an effective manager and the amount of time he spends on the job.

2. There is high correlation between an effective manager and the amount of time he spends on high-priority objectives and "quality" time. (Quality = sufficient time in large blocks and during his most creative periods.)

3. The effective executive plans and controls his time; the ineffective executive is controlled by events and constituents.

4. Superintendents nation-wide report that they spent 57.9 hours per week on the job. (AASA Study Report)

5. Principals nation-wide report that they spend approximately 50 hours per week on school and school-related activities. (NEA Study Report)

6. Assuming an average work week for administrators of approximately 50 hours, it is generally considered critical that managers devote at least 30 per cent of their work week to input; e.g., attending conferences, reading books related to their work, visiting other schools, etc.

7. Deducting 15 hours (30% from the 50-hour work week) leaves 35 hours for the principal or superintendent to devote to operational responsibilities.

8. In order to plan effectively, it is suggested that the principal or superintendent block out two hours per week for planning in each of six critical areas of management:

   (a) Goals and Objectives
   (b) Programs or Delivery Systems
   (c) Staff Development
   (d) Team Building
   (e) Evaluation
   (f) Community Support Building

9. Two-hour blocks of time are suggested for planning because a large space of time at one sitting is more effective than short spaces of time scheduled separately.

10. Because most people are most creative in the morning, it is suggested that the planning time be scheduled for the morning. This might vary, however, with environmental conditions of the manager's job.

11. Deducting 12 hours per week from the 35 hours leaves 23 hours per week for crisis management and general operation.

B. KNOWING WHERE YOUR TIME GOES

At least one month per year every manager should keep or have his secretary keep an accurate record of where his time goes; even the manager who considers himself highly efficient is usually shocked at the outcome. The results of such surveys usually show:

1. Majority of time spent in crisis resolution instead of planning to prevent crisis situations

2. Dealing with frequent interruptions which destroy planning incentives and momentum

3. More time spent on trivia than really important items

4. Important objectives receiving less time than unimportant objectives

5. The most productive time spent on items which require least creativity and productivity.

C. PRIORITIZING WHAT YOU SPEND YOUR TIME ON

Every manager has objectives: personal, professional, family, health, community, social, recreational, etc. Obviously, spending all your time on the golf course or ski slopes may assist you in reaching a recreational objective, but it will undoubtedly play havoc with your job and your home life. Most managers recognize this but few realize that the same overindulgence of time in their professional role may also jeopardize their home, family and health lives. What is called for is:

1. Setting forth objectives in every area of life

2. Determining which objectives are the highest priority ones

3. Allocating time to those of highest priority

4. Monitoring your schedule to make certain that high-priority objectives continue to receive high amount and high quality time allocations.

D. AVOIDING BARRIERS TO EFFECTIVE TIME USAGE

There are many pitfalls for the unwary manager in his effective use of time. A few of these are:

1. Telephone interruptions: Don't let the telephone manage your time. Call back at your convenience.
2. Wasted commuting time: Schedule your time to take advantage of idle waiting time - read reports, listen to cassette tapes, organize thoughts.
3. Doing low-priority activities: Delegate, delegate, DELEGATE. Does it really make a difference if some of those things are done?
4. Can't say "no": Say "NO". You may find the asker is happy with your answer.
5. Television: One of the biggest wasters of time in the world today. (Also one of the most effective teachers when used properly.)
6. Office traditions: Meetings, meetings, meetings plus inefficient agendas.
7. Executive hobbies: Spending time on an area just because you enjoy it, are particularly proficient in it, or once had it as a responsibility.
8. Crisis Management: Putting out fires instead of preventing them.
9. Protestant Ethic: Keep busy or at least look busy.
10. Unclear role definition: Maybe you're doing something you think you're supposed to do but the boss can't understand why you're doing it but is too considerate to ask.
11. Temporary condition: Assuming that the present crisis situation is a temporary condition which will improve by itself. It won't.

E. UTILIZING A FEW BASIC TIME MANAGEMENT TOOLS

1. Establish written goals and objectives: You don't know where you're going or when you've arrived nor does anyone else unless you have specific goals and objectives.

2. Periodically check with your employer: Jointly reviewing your goals and objectives will provide this reassurance and commitment.

3. Develop a plan for each role: Most managers perform several roles. Have a written plan for each role you perform.

4. Establish proper working conditions: Turn down the radio, muffle the kids, find a quiet hideaway.

5. Delegation: Assign the least important tasks to others or just forget them. Delegate parts of a task if you can't delegate the entire task.

6. Monitor what you delegate.

7. Use a pocket day-timer: List priorities for the day in numerical order, the ones you don't finish become number ones tomorrow. Plan your day - follow your plan.

8. Block out your time: Schedule your time according to the activity. Creative activities need high energy time--probably morning time for most. Telephone calls and letter writing require low energy times. Planning time requires uninterrupted blocks of time of at least one-two hours.

9. Develop a secretary: She can hide you, protect you, inspire you, or she can interrupt you, nag you, and irritate you.

10. Periodic evaluation meetings: At least monthly. How are we doing? What can we do better? What is slowing us down?

11. Daily Creative Time: At least one-half hour daily to cogitate, meditate, and just plain think about who you are, where you're going and how to solve some of those nagging problems.

12. Improve reading and listening skills: Don't read every word of every book--read the essence. Don't listen to every word--get the message from word and non-verbal communications.

13. Establish procedures for handling correspondence, telephones, visiting, and other "barriers to effective time usage".

NOTE: ACSA Project Development Program Publication, TIME MANAGEMENT by Larry Ruttan and Arthur Thayer has some excellent tips on Numbers 5, 9 and 13 above.

SUMMARY

1. Determine your goals and objectives in all major aspects of your life.

2. Devote at least 30% of your work week to personal improvement in your managerial role.

3. Block out a large amount of time daily for planning in your major management areas.

4. Know and keep track of where your time goes.

5. Prioritize your time to match your high-level objectives.

6. Avoid barriers to effective time usage such as interruptions, TV, etc.

7. Plan for and utilize basic time management tools such as proper delegation, role definition, secretary development.

APPLICATIONS*

The following steps should be taken in sequence. The Appendix contains examples of completed forms for illustrative purposes only. You will undoubtedly find your time schedules, goals, objectives, and priorities different than the examples.

Step 1: Complete the Epitaph by describing those qualities about yourself that you would like to have placed on your gravestone. (Use Epitaph sheet, page 20)

Step 2: On the form labeled "ROLES" rank the 6 roles in order of their importance to you today. Start with #1 rank as most important. (Self Service is ranked as #6 to avoid controversy over "self preservation")

Step 3: Identify those activities you now associate or would like to associate with each role by writing the activity in the next column. Some activities will overlap categories assigned according to the major value area.

Step 4: Estimate the hours per week each activity takes (it may be easier for some activities to first estimate the hours per day; then multiply by 7). Write the number of hours on the appropriate line. Finally, place the number of hours for each role in the next column.

Step 5: Compute the percentage each role is of the total of 168 hours and place in the percentage column.

Step 6: Translate your typical weekly hour totals for each of the six roles to the larger pie chart. Use percentages to represent the time per week devoted to activities within each value area. The Pie Chart should include only six divisions; and percentages should total 100%. Number your roles (#1-6) according to the order of preference indicated on your role sheet.

Step 7: Now develop a practical working weekly time plan by major activities. Begin by describing your past seven days.

Step 8: Identify in single statement 3-4 general goals in each of your six value areas which you would like to achieve in the next five-year; one-year periods. Next take these general goals and identify six-month and one-month objectives by which you can measure your progress toward reaching your goals. (See model format)

Step 9: Next design a model plan for your coming seven days, according to your role priorities listed above. Do not schedule activities too tightly, but rather by major blocks of 1-2 hours in order to achieve something meaningful. Leave gaps for travel, recreation, refreshment breaks, and other "islands" that you require.

Step 10: Review your long-range goals and your short-range objectives and revise your model weekly time plan to reflect what you want to accomplish. Don't forget your 1-2 hour planning time blocks and your one-half hour creative time period on a daily basis in your work.

*NOTE: Adapted from PEDR Urban Associates, Los Angeles, Ca.

ALTERNATIVE APPLICATIONS**

Step 1: Complete the Epitaph by describing those qualities about yourself that you would like to have placed on your gravestone. (Use Epitaph sheet, page 20)

Step 2: On the form labeled "ROLES" rank the 6 roles in order of their importance to you today. Start with #1 rank as most important. (Self Service is ranked as #6 to avoid controversy over "Self Preservation")

Step 3: Identify those activities you now associate or would like to associate with each role by writing the activity in the next column. Some activities will overlap categories assigned according to the major value area.

Step 4: Estimate the hours per week each activity takes (it may be easier for some activities to first estimate the hours per day; then multiply by 7). Write the number of hours on the appropriate line. Finally, place the number of hours for each role in the next column.

Step 5: Compute the percentage each role is of the total of 168 hours and place in the percentage column.

Step 6: Translate your typical weekly hour totals for each of the six roles to the larger pie chart. Use percentages to represent the time per week devoted to activities within each value area. The Pie Chart should include only six divisions; and percentages should total 100%. Number your roles (#1-6) according to the order of preference indicated on your role sheet.

Step 7: Identify in single statement 3-4 general goals in each of your six value areas which you would like to achieve in the next five-year; one-year periods. Next take these general goals and identify six-month and one-month behavioral objectives by which you can measure your progress toward reaching your goals. (See model format)

Step 8: Now looking ahead, list the activities, tasks, etc. that you need to do next week in each of your 6 "role" areas. (Use Step 8 Alternative Applications Form)

Step 9: Using the ABC Priority System, write a capital A beside those items on the list that have a high value; a B for those with medium value; and a C for low value items.

Step 10: Prioritize all 3 lists.

Step 11: Next design a model plan for your coming seven days, according to your role priorities listed above. Do not schedule activities too tightly, but rather by major blocks of 1-2 hours in order to achieve something meaningful. Leave gaps for travel, recreation, refreshment breaks, and other "islands" that you require. Make certain the A's are accomplished next week. Intersperse the higher priority items on the B and C lists. Do at least one "A" item daily. That's what it's all about.

**Note: Adapted from Alan Lakein, HOW TO GET CONTROL OF YOUR TIME AND YOUR LIFE.

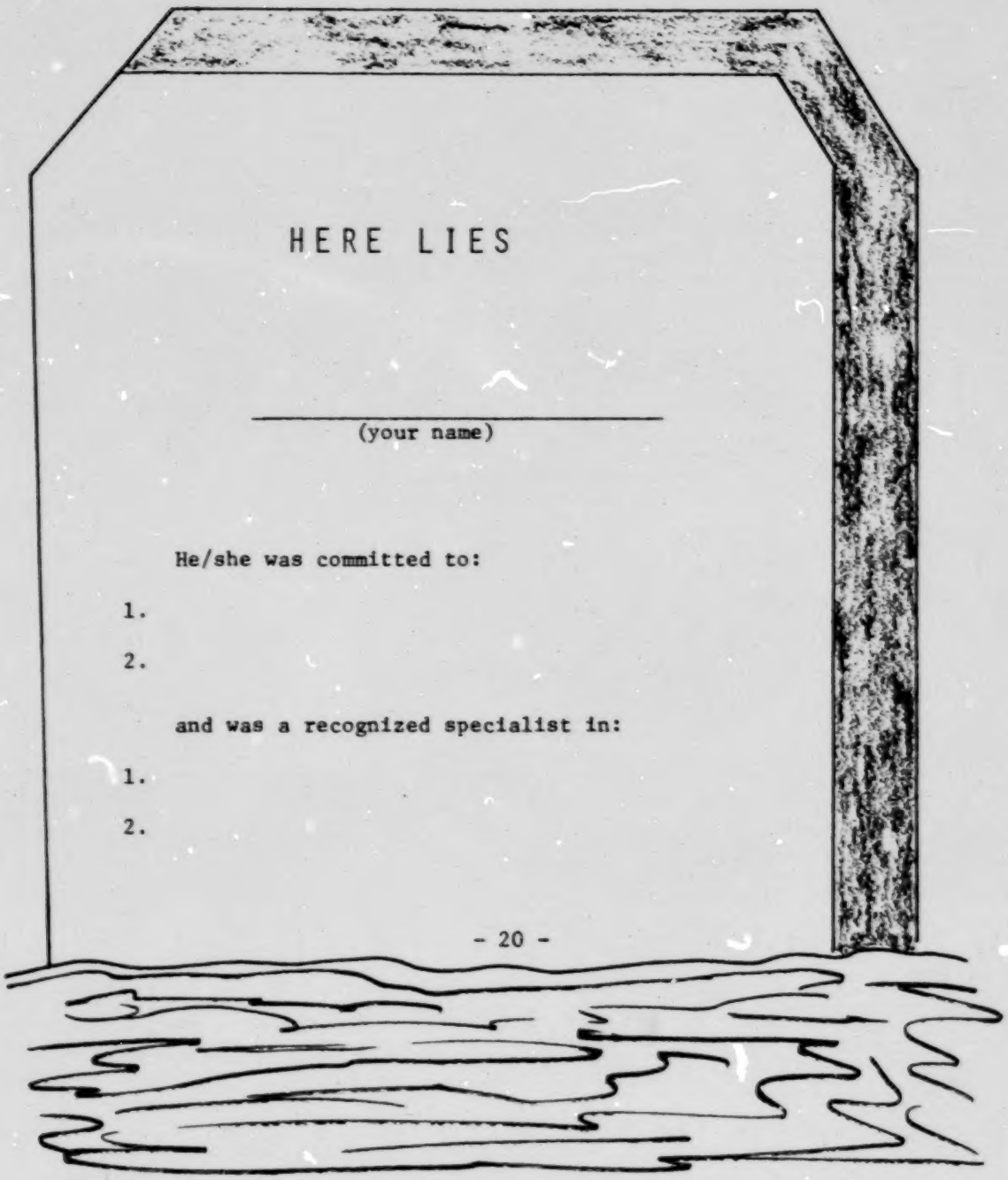
SCHOOL OR DISTRICT APPLICATIONS

In order for program managers' time to become maximally effectively on the job, it is important that a time management plan be developed. Such a plan would contain many of the following elements:

1. Agreement as to what constitutes an emergency so that an administrator can be interrupted during his creative time or planning time.
2. Mutual notification of the time of the day that the respective managers will be doing their planning and will therefore be "inaccessible" to incoming calls and interruptions.
3. Develop and conducting of inservice training programs for secretary development.
4. Top-level management support of the concept of input time so that managers of operational programs such as principals or program directors will feel free to be out of the building when appropriate.
5. Budgetary allocations for management training, visitations, and books and periodicals.
6. Development of techniques in cooperation with secretaries and their supervisors in the specific areas of: visitor control, interruptions, telephone calls, and other procedures because it will enlarge the role of the secretary and save administrator's time.

INTRODUCTION (Step 1)

If you were to die today, describe those qualities about yourself that you would like to have placed on your on your gravestone.



ROLES

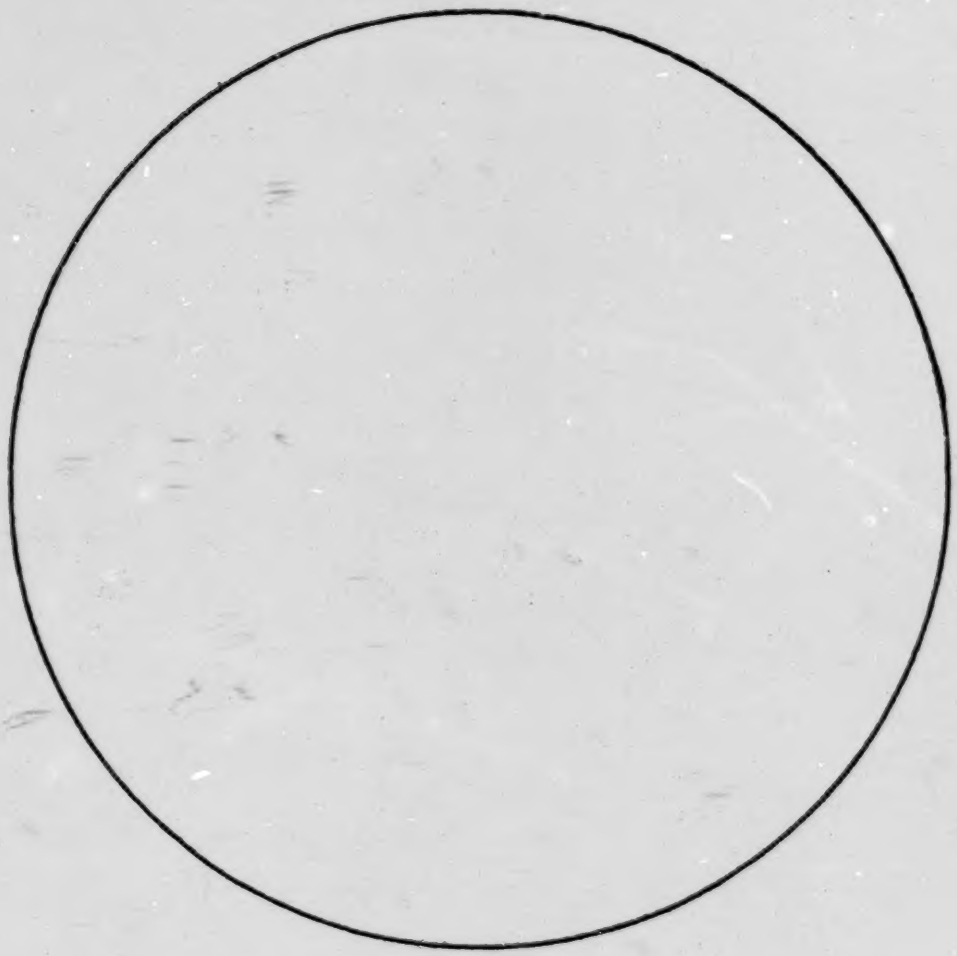
Hours Per Week = 168

Roles	(Step 2) Rank	(Step 3) Activities	(Step 4) Hours/ Week	(Step 5) Totals	% of 168	Comments for Change
Self Service: Physical maintenance activities such as eating, sleeping, exercising, personal care, etc.	6					
Professional: Your work--that which brings in the money to support your lifestyle.						
Family: Your parent role, spouse role, and son or daughter role.						
Social-Cultural-Recreational: Activities you participate in with friends usually for enjoyment.						
Community: Voluntary associations including political or religious activities.						
Personal: Activities you do essentially alone such as pleasure reading, hobbies, TV, etc.						
TOTALS	-		-	168	100%	

(Adapted from PEDR Urban Associates)

2/ 2/a

(Step 6)



NAME

WEEKLY SCHEDULE (Step 7 - Application) Week of

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
6							
7							
8							
9							
10							
11							
12							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

(Step 8 - Application) (Step 7 - Alternative Applications)

Roles	GENERAL GOALS		BEHAVIORAL OBJECTIVES	
	Five Year	One Year	Six Month	One Month
Self-Service	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
Professional	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
Family	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
Social-Cultural-Recreational	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
Community	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
Personal	1. 2.	1.	1. 2.	1.

(Step 8-9-10 - Alternative Applications)

ACTIVITY PRIORITIES

Self-Service	Professional	Family	Social-Cultural Recreational	Community	Personal

Legend:

A = High value
B = Medium value
C = Low value

NAME WEEKLY SCHEDULE FOR WEEK OF (Step 9 - Applic.)(Step 11 - Alt. Applic.)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
6							
7							
8							
9							
10							
11							
12							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

POST-TEST

1. List at least five time wasters you can do something about.

   a.

   b.

   c.

   d.

   e.

2. List at least five basic principles of time management that, if you followed, you would become a more effective manager.

   a.

   b.

   c.

   d.

   e.

3. List the proper sequence of the following steps in determining effective use of time.

   ____ a. Monitor your plan.

   ____ b. Determine your objectives.

   ____ c. Allocate appropriate time to priority objectives.

   ____ d. Determine your goals.

   ____ e. Prioritize your goals and objectives.

   ____ f. Check how you spent your time last week.

ANSWERS TO POST-TEST

1. Time Wasters - Select any 5 (or others which have merit)

    a. television
    b. telephone
    c. commuting time
    d. doing low-priority activities
    e. never saying "No"
    f. office traditions
    g. executive hobbies
    h. Protestant ethic
    i. unclear role definition
    j. assuming a temporary condition

2. Basic Principals of Time Management - Select any 5

    a. Establish written goals and objectives
    b. Periodically check goals, objectives, and activities with your employer
    c. Develop a plan for each role
    d. Establish proper working conditions
    e. Delegate
    f. Use a pocket daytimer
    g. Block out your time
    h. Develop a secretary
    i. Have periodic evaluation meetings
    j. Have a daily creative time
    k. Improve reading and listening skills

3. Proper Sequence

    d, b, e, f, c, a

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APPENDIX

Sample forms for Applications Steps 1 through 10

Step 1 Epitaph

Steps 2-5 Roles, rank order, activities, time spent, percentage of week

Step 6 Pie Chart

Step 7 Weekly Time Plan (past)

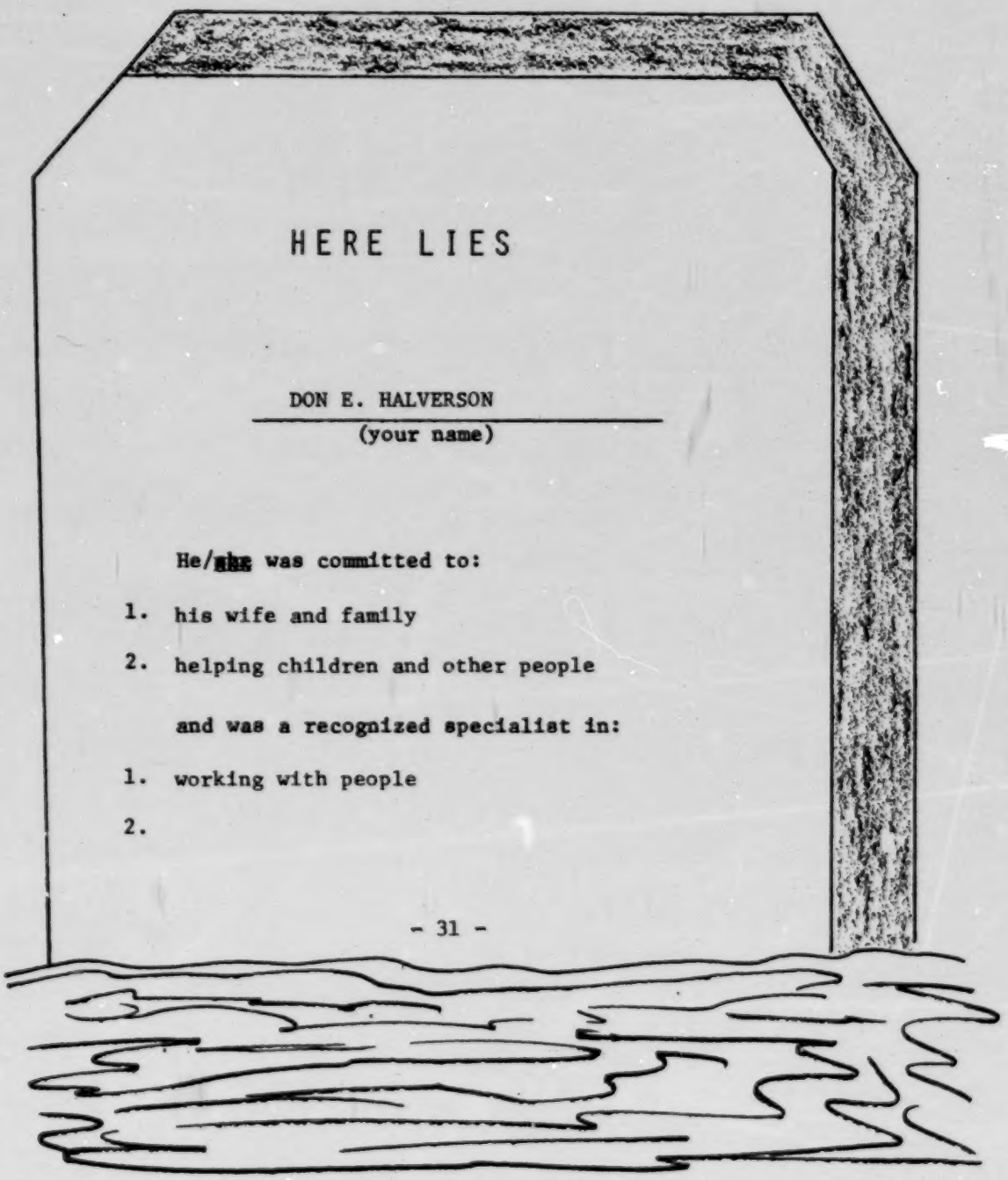
Step 8
(Step 7 - Alternative Applications)] -Goals and Objectives

(Steps 8-9-10 - Alternative Applications) -Activity Priorities

Step 9
(Step 11 - Alternative Applications)] -Weekly Time Plan (future)

INTRODUCTION (Step 1)

If you were to die today, describe those qualities about yourself that you would like to have placed on your on your gravestone.



ROLES

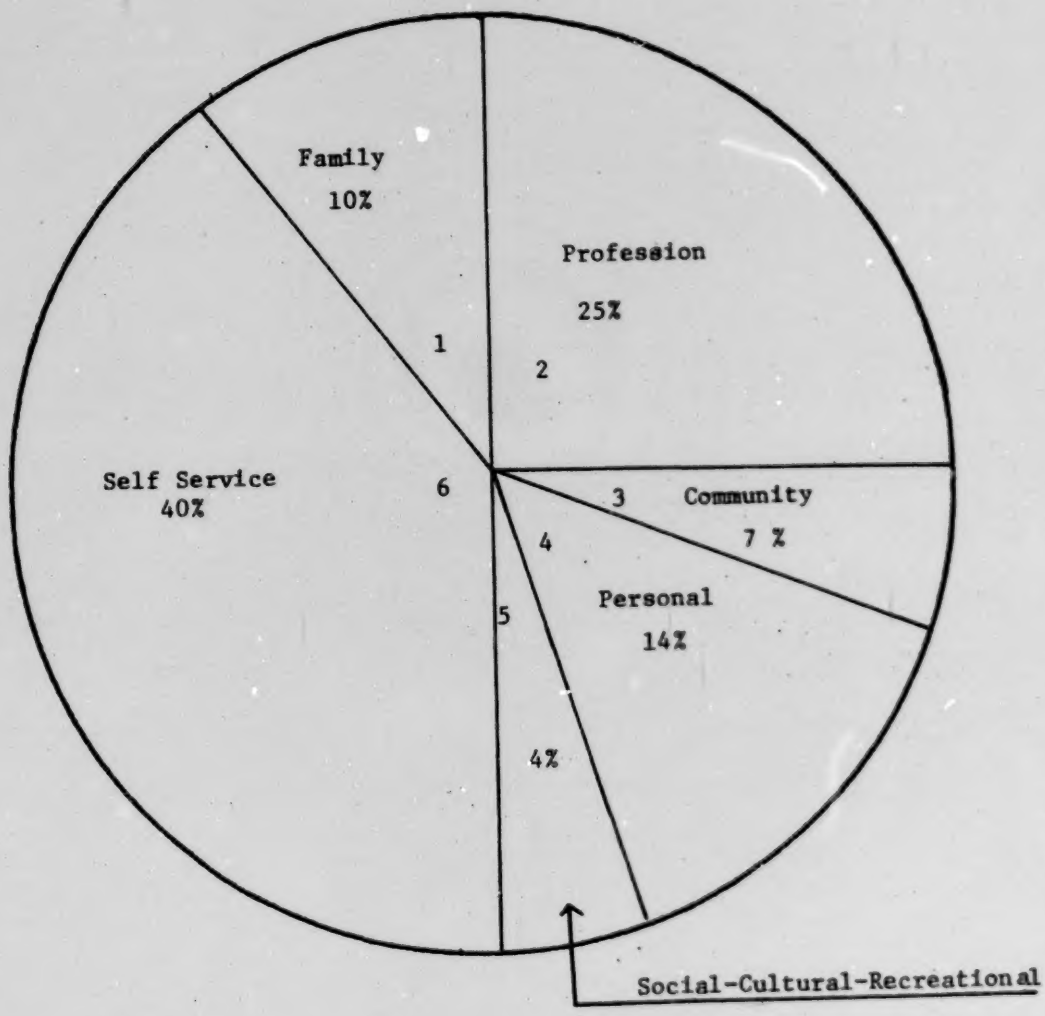
Hours Per Week = 168

Roles	(Step 2) Rank	(Step 3) Activities	(Step 4) Hours/ Week	(Step 5) Totals	(Step 5) % of 168	Comments for Change
Self Service: Physical maintenance activities such as eating, sleeping, exercising, personal care, etc.	6	Sleeping Eating Exercising Hygienics (shower, etc)	54-1/2 7-1/2 3-1/2 3-1/2	69	40%	
Professional: Your work--that which brings in the money to support your lifestyle.	2	Planning Operations Homework Meetings (PTA,night, etc)	13 21 3 4	41	25%	
Family: Your parent role, spouse role, and son or daughter role.	1	Father = talk to kids Husband = talk to wife Family = home maintenance	5-3/4 3-1/4 8	17	10%	
Social-Cultural-Recreational: Activities you participate in with friends usually for enjoyment.	5	Weekly shopping Weekly show	3 3	6	4%	
Community: Voluntary associations including political or religious activities.	3	Church meetings	11	11	7%	
Personal: Activities you do essentially alone such as pleasure reading, hobbies, TV, etc.	4	Reading TV Fooling around	4 6 14	24	14%	
TOTALS	-		-	168	100%	

(Adapted from PEDR Urban Associates)

MODEL

(Step 6)


Family
10%
Profession
25%
1
2
Self Service
40%
6
3
Community
7 %
4
Personal
14%
5
4%
Social-Cultural-Recreational

NAME (MODEL) WEEKLY SCHEDULE (Step 7 - Application) Week of

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
6:45	read paper talk to wife	same	same	same	same	-	-
7	exercise shave-shower					-	- shave-shower
8	creative half hr-talk to d. Go to office	check p. calls	calendar	lay out days activities w sec		work in yard & around house	lesson preparation
9	(1) P & D planning	(2) work in dists.	(3) Cabinet/ other inhouse	(2) Project planning	(4) work in dists.		church meeting
10							lesson preparation
11							Sunday School
12	Lunch - Read mags & journals					Lunch continue work around house	
1	(4) work in districts	(3) Basic Planning Comm.	(3) Other in-house comm.	(4) work in districts	(2) project planning		Lunch - read papers-play w/ kids, take nap
2							
3							
4		Minutes & flwup from meetings		tennis			Evening church meeting
5	dinner - evening paper				dinner out	dinner - evening paper	
6	family probs.	talk to kids	work around hse.	dinner-shower	shopping or show	Sunday Schl lesson prep.	Dinner & discussions
7	family home evening	shopping	night meetings	church work			tv or read
8	homework					tv	
9		reading		reading			
10							
11	bed						
12							

34

34a

MODEL (Step 8)

Roles	GENERAL GOALS: Five Year	GENERAL GOALS: One Year	OBJECTIVES: Six Month	OBJECTIVES: One Month
Self-Service	1. maintain exercise schedule plus tennis at least once/wk 2. reduce weight to 190 and maintain within ± 5 3.	1. maintain exercise schedule plus tennis at least once/week. 2. reduce weight to 200 3.	1. do exercise at least 3 times wk. 2. 3.	1. exercise 3 times week. 2. 3.
Professional	1. develop consultancy commitments to level desired 2. publish book using Monographs as chapters 3.	1. expand consultancy to other firms 2. besides World Wide publish at least 3. 3 Monographs/year	1. at least one major contract/yr. 2. 3.	1. make contracts with other 2. contractors 3.
Family	1. purchase smaller home 2. take care of grandchildren one week in summer 3.	1. support 3rd son in college 2. 3.	1. get son through high school 2. 3.	1. encourage son in high school 2. 3.
Social-Cultural-Recreational	1. one overseas trip 2. 3.	1. two-week vacation 2. 3.	1. weekend trips with wife 2. 3.	1. visit Japanese Cultural Center 2: 3.
Community	1. Church - maintain financial and other commitments 2. active in one productive organization 3.	1. full tithing this year 2. investigate four possible organizations to join 3.	1. six-month full tithing 2. investigate two organizations to join 3.	1. full tithing 2. 3.
Personal	1. eliminate tv except for 2 hrs/week (and except for 2. football season)	1. read at least 2 books per week - 1 each kind	1. 2.	1. read at least one book/week